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30 MAR 1970

Problem Solving Seminar #4

Topic - What steps can be taken to ensure open and mutually understanding communications between Support Directorate Management at all levels and the young professional and how can young professional employees be increasingly involved in major problems and the decision - making process.

Sponsor: OP

Date: 14 - 19 December 1969

Grade Group: GS-12

Basic Findings/Recommendations:

A. To Improve Communications

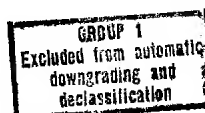
- . Strong adherence to chain of command.
- . Be selective in positions and supervisors for first assignment.
- . Sensitivity type training for young professionals.
- . Accurate forecasting of requirements - minimize hiring of over-qualified personnel.
- . Meaningful assignments, definite responsibilities, clearly informed of "realistic expectations."
- . Periodic Attitude Surveys.
- . Delegate authority.

B. Involvement in Decisions

- . DD/S meet periodically with young professionals and their supervisors; encourage similar meetings with Office Heads.
- . Rotational assignments of young officers to DD/S staff.
- . Create body similar to MAG; encourage similar body at Office level.
- . Convene seminars of young officers.

MORI/CDF Pages 1, 2, 12-19

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Follow-Up:

.26 January 1970 - DD/S 70-0308

DD/S forwarded report to Office Heads; requested written comments and scheduled meeting to discuss the report.

.12 February 1970

DD/S met with Office Heads to discuss the report.

(NOTES:)

1. The DD/S stated that the first assignment should be on an approval basis and known to the Head of the Career Service.

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2. The DD/S charged CMO  to work up a briefing outline on the Reception of New Professional Employees.

3. The meeting was terminated after discussion of Objective A - Communications Improvement. Another session to be called to finish the discussion.

.18 March 1970 - DD/S 70-1065

Guidelines for briefing new employees sent by DD/S to Office Heads.

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DD/S REGISTRY

FILE

*Training 3-2*

13 February 1970

MEMORANDUM FOR THE RECORD

SUBJECT: Report of Problem Solving Seminar #4

1. On Thursday, 12 February 1970, a meeting was held to discuss the recommendations of Problem Solving Seminar #4 which studied the problem of the Communications Gap and the ways to involve the young professional in the decision-making process.

Present were Messrs. Blake, Cunningham, [REDACTED]  
Tietjen, Wattles, Brooks, [REDACTED]

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At the outset, Mr. Bannerman stated that this subject and the group's recommendations are harder to get a hold on than those of previous seminars. Members of the Group felt that there was a lot of "motherhood" in the Report; that supervision is the key to the problem.

2. Comments that follow are keyed to the format of the report.

OBJECTIVE A

Measures To Improve Communications Between Support Directorate Management and The Young Professional.

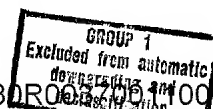
Barrier A - Managerial Attitude.

1. Recommendation - Management should foster strong adherence to chain of command.

The DD/S assumed that all offices held Staff meetings. They do, and those Officers attending the Offices Staff Meeting hold their own staff meetings.

Mr. Wattles questioned the extent to which information may be filtered or selected at meetings in the communications process, both up and down. Mr. Bannerman added that the "why" of what is done is an important part of communication.

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### Security:

Conducts annual intra-office seminars which are opened by either the Director or Deputy Director of Security. Example -- a two-day Physical Security Division was held this past week [REDACTED]

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### Finance:

Holds an 8-hour briefing session for about fifteen representatives picked at random by the Division Chiefs. All elements are included. All CT's and young professionals attend along with others selected by the Division Chief. One such session has been held to date with a very good response; others to follow. Future sessions will be two meetings of four hours each. Weekly Staff meetings are held. Two senior B&F officers attend. In addition, there are weekly meetings of the B&F officers.

NOTE: Mr. Bannerman asked [REDACTED] to provide him some information as to how the 8-hour briefing sessions are handled.

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### Personnel:

Holds a monthly meeting in GA-13 with some 60 people in attendance. A senior and a junior man from each element.

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Mr. Cunningham stated that we cannot adhere strictly to the chain of command principle in our communications and cited what the other offices are doing as proof of it. He cited the lack of information on the [REDACTED] as was brought out by the mid-careerists at a course running: They had not been informed through the chain of command.

All members of the meeting admitted that they might occasionally go direct to someone and forget to tell the supervisor.

Mr. Bannerman agreed that strong adherence to the chain of command cannot be the sole consideration because it is, in fact, frequently skipped: it is important, however, that the supervisor be kept informed.

### Communications:

Minutes of the Office Staff Meeting are widely circulated throughout the Office elements. Mr. Bannerman thought that was a good approach

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and asked the Group if it felt that minutes of his Staff Meetings with Office Heads were desirable. The Group felt an outlined Agenda would suffice.

Recommendation 2. Select positions and supervisors for the assignment and direction of young professionals.

It was felt that we have made efforts to do this. Mr. Wattles stated that the interest of the supervisors is the key here, that placement requirements may exceed the number of such interested supervisors.

Mr. Bannerman stated that the first assignment, which is so important, should be on an approval basis and known as such to a senior official. He decided that the Head of the Career Service in the office of assignment is the one to be informed of the young professional's assignment there.

Recommendation 3. Rate supervisor on his ability to communicate face-to-face ---- with those subordinate to him.

This is already being done in several ways.

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Barrier B - Young Professional Attitude.

Recommendation 1. Instruction in "How to Listen" and sensitivity type training should be added to the early training program.

Mr. Bannerman feels that this is part of the first assignment training. [ ] Wattles and others stated that their young professionals are run through every shop. All stated that there are some boring jobs encountered in their offices. The office Career Management Officers are in constant contact with their people.

Mr. Bannerman said that we will accept what we've got on this score.

Recommendation 2. Encourage him to study correspondence and reports covering current organizational problems and the methods used in solving them.

This is done now.

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### Barrier C - The Credibility Gap.

Recommendation 1. More accurate forecasting of recruiting requirements to minimize hiring of over-qualified personnel.

It was felt that the Support Directorate does accurately forecast requirements. Mr. Wattles feels that such is not the case with the rest of the Agency.

Recommendation 2. -----meaningful assignments with clear definition of responsibilities.

Again, this is being done in the Support Directorate.

Recommendation 3. Inform young professional what he can realistically expect in terms of a career.

Mr. Bannerman feels there may be some difference between the recruitment pitch and the realities of the job. Also, we tend to sell CIA as we knew it.

Mr. Blake, referring to the Report definition of young professional (EOD'd since 1964), stated that someone on board for a few years has a good idea of realistic expectations.

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Mr. Wattles mentioned the Career Matrix which OP has prepared for each Support service. The chart shows the career service expectation for progression.

Dr. Tietjen discussed the positive reactions of our people to the importance of the Agency's work and the motivations that keep them here.

stated that there are indeed some routine tasks, that they are absolutely necessary - and that is itself a reality.

Mr. Bannerman said that all offices have systems of dealing with young people and do it in different ways. Shouldn't there be some uniformity in this -- a format or guidelines of things to say to him as he comes to the first assignment?

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[ ] was asked to work up such an outline of basic ideas, points to be covered, etc. The outline could be sent to the Career Management Officers in other offices for their input. Mr. Bannerman said he would consider this as a topic for a Problem Solving Seminar, as suggested by Messrs. Cunningham and Wattles.

Recommendation 4. Periodic survey of job attitudes of young professional.

This is being covered now. All offices have some follow-up.

Barrier D - Reluctance to delegate authority.

Mr. Bannerman feels there is more delegation to the Agency junior officer than is the case in many Government agencies, and more delegation in the DD/S than in the DD/P.

A discussion followed as to centralization vs. non-centralization in the Agency today.

The meeting ended at 11:30. Another session will be called at a later date.

[ ]  
Support Operations Staff/DDS

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Distribution:

Orig & 1 - DD/S Subj w/O's DD/S 70-0597, 70-0252, 70-0529, 70-0498,  
70-0541, 70-0542, & 70-0485

1 - OC [ ] w/o atts.

1 - DD/S-SOS Chrono w/cc atts.

SOS-DD/S-JRP:ng (18 Feb 70)

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(Above numbers concerns the Problem Solving Seminar)

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## ROUTING AND RECORD SHEET

SUBJECT: (Optional)

Written Report of Problem Solving Seminar No. 4

FROM:

EXTENSION

NO.

DATE

602, Magazine Building

20 January 1970

TO: (Officer designation, room number, and building)

DATE

OFFICER'S  
INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

	DATE		OFFICER'S INITIALS
	RECEIVED	FORWARDED	
1. <div style="border: 1px solid black; width: 150px; height: 15px; display: inline-block;"></div> 7D-02, Hdqrs. Bldg.	1/21	1/21/70	P
2. Mr. Bannerman			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Attached are 8 copies of the written report for distribution within the O/DDS and 7 copies for Heads of Offices.

2: I've sent copy to Mr. Coffey  
I will distribute the other copies upon your OK to do so.

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20 January 1970

MEMORANDUM FOR: Deputy Director for Support

FROM : Members of Support Directorate Problem Solving Seminar No. 4

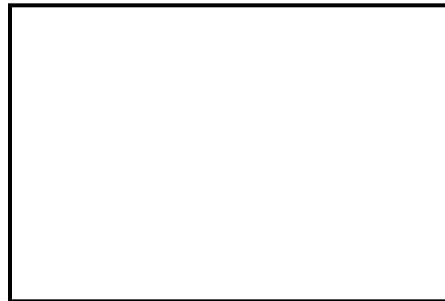
SUBJECT : Written Report of Problem Solving Seminar No. 4

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1. Attached is the report of findings and recommendations of the fourth Support Directorate Problem Solving Seminar which met at [redacted] 14 to 19 December 1969. A second attachment lists the ideas from a brain-storming session which was mentioned in the oral report on 5 January 1970. The list is included here as an example of the many ideas that arose during the seminar. Lack of time prevented a full exploration of all of the possibilities.

2. The oral and written reports represent the efforts of the members of the seminar. These members are:

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Office of Communications  
Office of Finance  
Office of Logistics  
Office of Medical Services  
Office of Personnel  
Office of Security  
Office of Training

Attachments:

1. Seminar Report
2. Brain-storming ideas

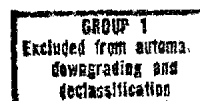
Distribution:

- 8 - O/DDS
- 7 - Offices of Support Directorate
- 7 - Members

1 - [redacted]  
1 - [redacted]

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## REPORT OF

## SUPPORT DIRECTORATE SEMINAR (PROBLEM SOLVING) - NUMBER 4

1

The problem - "WHAT STEPS CAN BE TAKEN TO ENSURE OPEN AND MUTUALLY UNDERSTANDING COMMUNICATIONS BETWEEN SUPPORT DIRECTORATE MANAGEMENT AT ALL LEVELS AND THE YOUNG PROFESSIONAL AND HOW CAN YOUNG PROFESSIONAL EMPLOYEES BE INCREASINGLY INVOLVED IN MAJOR PROBLEMS AND THE DECISION-MAKING PROCESS."

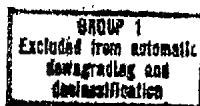
1. In facing the task posed by the problem, our group concluded that, before attempting to reach decisions on the issue, a definition of "young professional" would be required. For the purpose of this discussion the term will apply to the approximately 450 professional individuals in the Organization who have entered the Support Directorate since 1964, the first year of the Support Career Training program. (Personnel statistics reveal that of the 450 people who meet our criteria, 140 are actually Career Trainees.)

2. The problem was divided into two objectives, primarily because one part of the problem requires improvement in current policies and practices while the other requires innovations and new measures to be instituted.

Objective A - Identify and enumerate positive measures that may be taken to improve communications between Support Directorate management and the young professional, and,

Objective B - To offer ways in which the young professional may become more involved and participate in the decision-making process.

3. Seminar members decided that a full exploration of Objective A, how to improve present communications between Support Directorate management and young professionals, would quite naturally lead to ways that would allow the experienced officers and their successors to work together in the decision-making process, Objective B. Thus, if you could improve communications throughout the organization, you would improve it between the young professional and management. It became evident that we would not come up with any earth-shaking solutions

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SUBJ: Report of Support Directorate Seminar Problem Solving - Number 4,  
Continued

but that we would at least identify those barriers to effective communication where identification itself could lead to a lessening of the problem, if not to a solution.

4. What are the barriers to effective interchange of information and ideas? They may be identified as the Attitude of the Manager and of the Young Professional, the Credibility Gap, and the Reluctance to Delegate Authority.

OBJECTIVE A - IDENTIFY AND ENUMERATE POSITIVE MEASURES  
THAT MAY BE TAKEN TO IMPROVE COMMUNICATIONS BETWEEN  
SUPPORT DIRECTORATE MANAGEMENT AND THE YOUNG  
PROFESSIONAL

5. BARRIER A - Managerial Attitude

Most managers realize problems of communication exist and have taken steps to establish direct, informative channels to lower echelons. However when management bypasses the chain of communication downward the supervisor often is the last to know about changes affecting the people in his section. We feel that senior management has conscientiously strived for effective communications with the young professional but may have overreached itself in the process by bypassing the chain of communication. The young professional's confidence in his supervisor can be improved if the immediate higher echelon of authority is the channel utilized to reach him.

Some supervisors are unwilling to be open minded and receptive to the ideas of young professionals (particularly the Career Trainee). This hostility and resentment may stem from an imagined threat to the supervisor's position, responsibility, and possibly to his security - the threat coming from one he believes is earmarked for speedy promotions because of training or higher education.

This attitude-type barrier is not universal, but does appear often enough to warrant concern. An honest and realistic effort must be made to place young employees with supervisors who will be receptive to new ideas and who will provide the necessary direction and guidance to help the young professional develop in his career.

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SUBJ: Report of Support Directorate Seminar Problem Solving - Number 4,  
Continued

Arbitrarily assigning young officers to positions without carefully considering all factors, can create unnecessary communication problems.

Recommendations

1. Management should foster strong adherence to the chain of communication both upward and downward.
2. Select positions and supervisors for the assignment and direction of young professionals. This will prevent indiscriminate assignment and the inherent danger of placing the young professional in an environment stifling to him and his ideas.
3. Every employee in a supervisory capacity should be rated specifically on his ability to communicate face-to-face, not only with equals and superiors but also with those subordinate to him.

6. BARRIER B - Young Professional Attitude

At times impatient, yet possessing the desire to participate, the young professional often fails to recognize all the ramifications inherent in the real problem. He, too, must contribute to effective communications and attempt to understand the existing system.

Recommendations

1. During early training, the young professional should be encouraged to become more sensitive to working with people. Instruction in "How to Listen" and sensitivity-type training should be added to the early training program.
2. His office of assignment should encourage him to study correspondence and reports covering current organizational problems and the methods and techniques used in solving the problems.

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SUBJ: Report of Support Directorate Seminar Problem Solving - Number 4,  
Continued

7. BARRIER C - The Credibility Gap

This subject concerns the implied promise versus reality. "Where is the challenging professional career that I expected?", the young professional often asks. From the time of recruitment, while in training, and on the way to initial assignment the young professional - through implication and special treatment - has been led to believe that he will be assigned to a position offering challenge, requiring use of his imagination, intelligence and background. In certain cases the young professional feels these promises have not been fulfilled. Conversely, there are also indications that the young officer is treated as a future leader without educating him to the fact that the road to leadership involves routine and mundane tasks.

Recommendations

1. More accurate forecasting of recruiting requirements to minimize the hiring of over-qualified personnel.
2. Provide the young professional with meaningful assignments and with a clear definition of responsibilities.
3. Inform the young professional what he can realistically expect in terms of career.
4. Periodically survey the job attitude of the young professional and review those categories which describe his reactions to the assignment.

8. BARRIER D - Reluctance to Delegate Authority

Management's reluctance to delegate authority to supervisors tends to create dissatisfaction, a deterioration of morale, and a breakdown in communication. Some of the causes for this reluctance are the lack of knowledge and/or confidence in subordinates, too many layers of supervisory control, and fear of criticism from higher echelons.

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SUBJ: Report of Support Directorate Seminar Problem Solving - Number 4,  
Continued

Recommendations

1. Clarify supervisory responsibilities and authority to eliminate overlapping of responsibilities and uncertainty on the part of the supervisor.
2. Encourage management to learn as much as possible about its people and give the supervisors below an opportunity to demonstrate their managerial abilities.
3. A management review to reduce the numerous layers of supervisory control could reduce "bottlenecks" and improve communications up and down the line.
4. Clear, concise instructions and communications from management should tend to minimize fear of criticism on the part of the supervisor, enabling him to communicate to the young professional what management desires. If supervisors know what is expected of them, they will be confident the word they pass down is accurate.

OBJECTIVE B - TO OFFER WAYS IN WHICH THE YOUNG PROFESSIONAL MAY BECOME MORE INVOLVED AND PARTICIPATE IN THE DECISION-MAKING PROCESS.

9. The identification of barriers to achieving our first objective provides several sound ideas that bear on the second objective. Realizing this, seminar members felt the young professional could be more involved in problems and the decision-making process if Support Directorate senior management learned of some of the thoughts and ideas of the young officer. Efforts were made to find ways in which this input could be accomplished so that it would be meaningful and fresh.

10. The exposure of the young professional, in his early career, to problems and decision making is a necessary and vital step in his development. This employee is a refreshing and vitally needed addition to the Agency family. For one thing, he seeks an opportunity to challenge and, if possible, improve the environment in which he finds himself. He

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SUBJ: Report of Support Directorate Seminar Problem Solving - Number 4,  
Continued

is impatient with what he considers inefficiency and does not want to be bound by what appears to be outmoded Agency tradition. He is anxious to be heard and will be equipped with the latest educational and technological theory. It seems evident, therefore, that management should involve this employee in decision making. It is likely that input from him may be of significant value.

11. The following recommendations indicate some ways whereby management at all levels within the Directorate may derive from the young officer the input that creates interest, generates involvement, and provides personal job satisfaction:

1. The DDS should meet periodically with mixed groups of young officers who have been on the job for a period of at least six months and their first line supervisors to discuss matters of mutual interest.
2. Encourage similar meetings by office heads with their young professionals.
3. Assign a young officer to the DDS staff for a tour of duty on a rotating basis.
4. Create a revolving body of these professionals similar in objectives to the Management Advisory Group and encourage formation of similar groups at the Office level.
5. Convene seminars of young officers to consider problems similar to the one being treated here.

12. In conclusion, while these findings are not all inclusive nor do they offer any revolutionary concepts for curing the ills of interpersonal communications, they do represent an attempt to point up some of the inhibiting factors which are cause for concern. All levels and categories of employees are affected by barriers identified, but our efforts have been concentrated primarily on those areas where communications problems relate to the young professional. He comes to the Support

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SUBJ: Report of Support Directorate Seminar Problem Solving - Number 4,  
Continued

Directorate fired with excitement, enthusiasm, and ideas which have been instilled within him by his formal education, training, and indoctrination. Soon after his arrival with us he is expected to make a reasonably smooth transition to a professional career. The importance of his first office of assignment and first supervisor in making this transition cannot be over-emphasized. We hold this to be the most critical moment in his development. Therefore, his first assignment and the qualifications of his first supervisor should become a matter of prime concern to management.

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### BRAINSTORMING IDEAS

The subject of communications is so intertwined with morale and organizational climate that there are few textbook solutions. We took some time therefore to brainstorm the topic, that is to come up with ideas without any evaluation. The following are some ideas that emerged:

- Peer Group Meetings
- Compulsive Editors
- Critique Supervisors Communication
- Ability Upwards
- I'd Rather Do It Myself
- Unrealistic Deadlines
- Face to Face Communications Course
- More Study Groups
- Publish Promotion Lists
- Publish Job Vacancies
- More Problem Solving Seminars -
  - Mix the Grades
- DDS Brief Support People
- Meet the People
- Assign By Qualifications
- Personnel Newsletters - DDS and Office
- More Management and Supervisory Training
- Keep Open Mind
- No Cliques
- Ombudsman
- Agency De-Centralization
- Misuse of "Need-to-Know"
- The "No Answer"

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15 FEB 1970

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Comments on Report of Problem Solving Seminar No. 4

1. There is very definitely a communications and generation gap between upper management and many of our young professionals and this can in time lead to a credibility gap. I agree in general with the definitions and recommendations developed by Problem Solving Seminar No. 4.

2. I believe that Barrier A - Managerial Attitude is being eliminated or at least lowered significantly by specific training in management techniques. Almost all of our upper level managers have now attended one or more courses in management. As a result they are aware of the problems and managerial attitudes have indeed been improved.

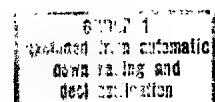
3. More work must be done in the field of improving young professional attitudes and I would agree with the recommendations of the Seminar.

4. With improvements in managerial and young professional attitudes and with improved communications, the credibility gap will disappear on its own. I agree, however, that the recommendations are sound.

5. I believe that with the elimination of the listed barriers and with improved communications at all levels, the young professionals will become involved and participate in the decision-making process to the proper degree. It is necessary to involve these young people on a continuing basis, not just an occasional participation. While I do not disagree with the recommendations of the Seminar, I do believe that these specific recommendations could in a sense create artificial and one-time situations of involvement which could possibly be self-defeating.

6. In conclusion, I feel compelled to comment on what I consider to be an increasing and decidedly unfortunate trend in CIA. In an ultimate sense the young professional in CIA or anywhere else for that matter wants challenge, responsibility and recognition. I believe each of these three elements existed to a marked degree in our earlier years. In recent years, however, we have become much more regimented, layered and conservative. The environment resulting is not conducive to satisfying the young fireball.

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The constant re-do's of paper, the many layers of supervision through which they must pass stultifies initiative and kills the pride of the originator. Too often a spirit of "It's going to be rewritten (or restated orally) up the line anyway so why knock myself out" takes over. A greater degree of that critical management technique, delegation of authority, seems called for. None of us can escape our responsibilities but, by jeeppers, we should be able to give our young hopefuls more authority--i.e., challenge, responsibility and recognition--than now. Lastly, these comments apply generally up and down organizational pyramids. Older professionals suffer the malaise also.

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Director of Communications

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5 FEB 1970

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Written Report of Problem Solving Seminar  
No. 4

REFERENCE : Your memorandum, dated 26 January 1970,  
subject as above

1. As requested, the following comments on the recommendations in the subject report are submitted.

a. Objective A - "Identify and enumerate positive measures that may be taken to improve communications between Support Directorate management and the young professional."

Barrier A - Managerial Attitude.

No objection to the three recommendations here, provided Recommendation 3 does not mean that the young professional is to rate his supervisor; this would be inappropriate.

Barrier B - Young Professional Attitude.

Concur in the two recommendations.

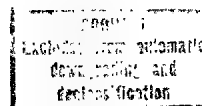
Barrier C - The Credibility Gap.

Concur in Recommendations 1, 2 and 4. We believe that at this stage it is too early to inform the young professional what he can "realistically" expect in terms of career, as proposed by Recommendation 3. At this stage not enough is known about the young professional himself.

Barrier D - Reluctance to Delegate Authority.

No objection to these recommendations.

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SUBJECT: Written Report of Problem Solving Seminar No. 4

b. Objective B - "To offer ways in which the young professional may become more involved and participate in the decision-making process."

Recommendation 1 - We see no reason why the DD/S himself should feel obliged to undertake these proposed recurrent discussions.

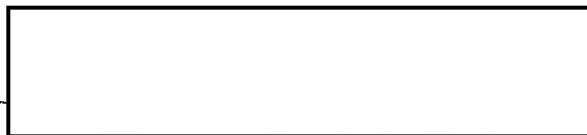
Recommendation 2 - We do, however, see some merit in the Office or Career Head meeting periodically with young professionals.

Recommendation 3 - We see no reason for a continuous rotating assignment to the DD/S Staff.

Recommendation 4 - We suggest that creation of groups similar to the Management Advisory Group be deferred until the results of experience with such groups can be assessed. (It is also to be noted that the Management Advisory Group is composed of more senior officers than would be the case as proposed here.)

Recommendation 5 - Concur. We suggest, however, that such seminars be considered a part of training and therefore under the auspices of the DTR.

2. We applaud the purpose of the subject paper, are grateful for the opportunity to comment, and hope that communications can be improved. We feel, however, that the report in general places undue emphasis on what should be done for the young professional at the expense of what should be done by the young professional. We feel greater stress should be placed on his responsibilities.



JOHN R. TIETJEN, M. D.S.  
Director of Medical Services

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9 FLB 1970

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Comments on the Recommendations of the  
Fourth DDS Study Group

REFERENCE : Memo to DDS Office Heads fr DD/S dtd 26 Jan 70,  
subj: Written Report of Problem Solving  
Seminar No. 4

I believe the participants in Seminar Number 4 have accurately identified some of the principal barriers to effective communications and have made some sound recommendations to reduce these barriers. The problem is that most of their findings are axiomatic, as they have recognized in their paper in admitting they have made no revolutionary discoveries.

Some of their recommendations, however, merit study because there is much improvement we could make in these areas. Under Objective A, the following recommendations are selected for special consideration:

BARRIER A - Recommendation 2

Select positions and supervisors for the assignment and direction of young professionals. This will prevent indiscriminate assignment and the inherent danger of placing the young professional in an environment stifling to him and his ideas.

I believe improvement can be made in the discriminate identification of supervisors who have the temperament to encourage imaginative ideas and suggestions from junior personnel. While this technique has obvious limitations, too often it is not given adequate consideration in assigning young professionals to new jobs.

BARRIER B - Recommendation 1

During early training, the young professional should be encouraged to become more sensitive to working with people. Instruction in "How to Listen" and sensitivity-type training should be added to the early training program.

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Most young professionals come to the Agency from an academic environment where individual achievement (except for athletic activities primarily) has been their objective. In the Agency, they become a member of a team. Many of them need instruction and patient understanding to help them into this new role.

BARRIER C - All Recommendations


1. More accurate forecasting of recruiting requirements to minimize the hiring of over-qualified personnel.
2. Provide the young professional with meaningful assignments and with a clear definition of responsibilities.
3. Inform the young professional what he can realistically expect in terms of career.
4. Periodically survey the job attitude of the young professional and review those categories which describe his reactions to the assignment.

They have touched a real problem here. The credibility gap exists and it needs thoughtful attention. We have seen many CT's assigned to the Office of Finance who were disillusioned and discouraged because their career promises and plans in the Support Career Service went astray. I think realism, candor and practicality need to be stressed in this program more than it may have been in the past.

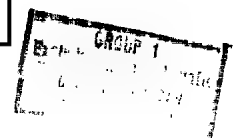
BARRIER D - Recommendation 2

Encourage management to learn as much as possible about its people and give the supervisors below an opportunity to demonstrate their managerial abilities.

Management could do more to get to know its people and their capabilities better. Some profitable ways of doing this are listed in the paper under Objective B. They all deal with more frequent interpersonal relationships and confrontations, and mobility. I believe there is merit in increasing interpersonal relationships through conferences, including junior officers in staff meetings, briefings, seminars, and above all, training in management and supervisory techniques for as many supervisors and potential supervisors as we can. Inadequate communications is a universal problem. We must learn how to best utilize our resources, particularly the imagination, initiative, vision and energy of our young professionals.

  
L. E. Bush  
Director of Finance

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MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Written Report of Problem Solving  
Seminar No. 4

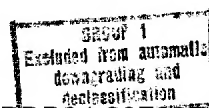
REFERENCE : DDS Memorandum, dated 26 January 1970, :  
same subject

1. This memorandum is for your information only.
2. Pursuant to your request contained in referenced memorandum, the following comments are submitted:
  - a) OBJECTIVE A - Identify and enumerate positive measures that may be taken to improve communication between Support Directorate Management and the young professional.

1) Barrier A - Managerial Attitude

COMMENTS: We concur with these recommendations. The problem of communication has always existed to some extent in Government dependent on the attitude of management in control. To determine the extent of the communication problem in DDS, as stated in the report, a questionnaire prepared by the Office of Training and distributed to all young professionals may determine how deep seated the problem might be. Where supervisors do not hold periodic staff meetings to inform their personnel of transfers, promotions and policy changes, the employee learns of these changes via the grapevine and much of the information often is found to be premature, erroneous and exaggerated.

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In the Office of Security we strive for effective communications throughout the Office at all levels through written and oral announcements, regular staff meetings and seminars.

2) Barrier B - Young Professional Attitude

COMMENTS: We concur with these recommendations.

3) Barrier C - The Credibility Gap

COMMENTS: We concur with these recommendations. The ideal situation is to place the young professional in an assignment commensurate with his background and education. It is very important that the first assignment be the one for which he was recruited. A too prolonged period in the initial assignment is also undesirable and definitely has a bearing on morale. It is felt the young professional should be interviewed annually, and oftener as the case requires, to let him know the office is interested in his ability and initiatives.

As a follow-up to these recommendations, the appointment of a Career Counseling Officer in each component would serve as a point of contact between the young professional and the component's career board. The counseling service would be open to the new professionals only and they would remain under the guidance of the counselor for a specified period of time. This program would enhance the proper placement of the young professionals in positions which would permit them to see that their immediate work is only a segment in a growing career.

In the Office of Security, some of our new agents have been pressed into service on support-type assignments and this more interesting and responsible type of assignment heightened their sense of contribution to the overall agency mission. We emphasize to them that their first assignments provide them necessary training in the basic tools of the investigative field so they will be better equipped to handle

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more complicated investigative assignments later in their careers.

4) Barrier D - Reluctance to Delegate Authority

COMMENTS: The recommendations in this category are considered sound management practices. Not too long ago the DDS requested all components review their operations to eliminate overlapping and duplication of functions. This is a continuous process in all components of the Office of Security.

- b) OBJECTIVE B - To offer ways in which the young professional may become more involved and participate in the decision-making process.

COMMENTS: The five recommendations listed in this category are commendable but in some instances may not be too realistic in view of personnel reductions and heavy workloads. We feel the young professionals should be given every opportunity to develop and to become involved. However, this involvement should not just include their areas of interest but all phases of the work of the office to which they are assigned. We also feel that in the initial stages of the decision-making process, the views and ideas of the professional should be obtained particularly in the area that affects his work.

The present success of the Agency's countermeasures program is attributable almost wholly to the development of ideas conceived in-house by young professionals, who were especially recruited for their innovative capabilities.

We have established an informal committee within the Office of Security, chaired by the Deputy Director of Security, composed of the young professional type to "brain storm" future problem areas of management related to career development, morale, training and other matters of mutual interest. Many of our components hold at least annually in-house seminars for the purpose of reviewing past operations, developing new ideas and exchanging ideas on how to do the job better.

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- c) GENERAL OBSERVATIONS: Subject report provides a good outline of the basic managerial problems that confront this Agency and most other organizations. It is felt, however, that the means for solving some of these problems already exists in the Agency which could be strengthened and applied effectively.



Howard J. Osborn  
Director of Security

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